



**Holy Family**  
UNIVERSITY

## **STUDENT HANDBOOK**

POLICY MANUAL  
SCHOOL OF EDUCATION

August 2018

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# STUDENT HANDBOOK

## SCHOOL OF EDUCATION

### 8D.1 Philosophy of Teacher/Competencies

All teacher certification programs support and strive to implement the University Mission in their goals and objectives. Each program supports the overall Mission as a part of a comprehensive program with thorough professional preparation focusing on an understanding of curricular, pedagogical, and professional issues in education. To that end, programs are offered which are developmental in nature and move the student through higher levels of understanding, proficiency, and integration. The programs reflect the belief that the child's needs are best served by teachers who are lifelong learners, teachers who understand human development and who apply that knowledge in a constructivist approach to teaching.

The Holy Family University teacher will view the learner as a thinking, feeling, active participant in inquiry and reflection and will model these qualities inside and outside of the classroom. The Holy Family University teacher will be prepared to work cooperatively and collaboratively with the community to provide a full range of learning opportunities for all children.

#### ***8D.1.1 Outcome Objective Statement for Programs in the School of Education***

All graduates of Holy Family University programs in Education are expected to:

1. Commit to lifelong intellectual growth by demonstrating initiative as a learner and providing evidence of a vibrant intellectual life;

They:

- think critically and engage in problem-solving;
- communicate ideas fluently, accurately and in standard English;
- calculate and compute at the university and professional level;
- set and monitor goals for their own learning.

2. Apply University core values and ethical principles;

They:

- articulate direct links between human development theories and best practice in their professional setting;
- apply or promote the principles of democratic classroom communities;
- create or facilitate inclusive learning environments that provide equal access to education for all people regardless of culture, ability level, or educational needs.

3. Collaborate with colleagues in professional education communities;

They:

- interact effectively with families, colleagues, and supervisors;
- participate actively in classroom discussions and group work with their peers;
- create or promote a warm and safe learning community in their professional setting, one that is respectful of all diverse groups.

4. Demonstrate content knowledge in their field of study as well as in the technology they can use for learning and teaching;

They:

- demonstrate knowledge of the cognitive, physical, social, cultural, emotional, language,

- and moral development of all learners;
  - identify differentiating characteristics of learners, and the laws & policies that affect both students and teachers;
  - evaluate and select appropriate information technology and multimedia tools and use these to support instructional goals.
5. Meet standards and continually improve upon their performance of professional responsibilities;  
They:
- attend classes regularly, arrive prepared, and participate actively in class discussions and group projects;
  - reflect critically about their teaching and/or learning effectiveness;
  - accept and use feedback to modify their approaches to instruction and/or learning.
6. Implement or facilitate constructivist teaching.  
As teachers,  
They:
- plan, implement, and evaluate learning experiences that encourage the active involvement of all students;
  - implement appropriate strategies that communicate the importance of deep exploration and integration of ideas as well as appreciation for the ideas of others;
  - evaluate and use a variety of formal and informal assessment tools (e.g., observations, portfolios, interviews, rubrics, tests, etc.) to inform teaching and learning.
- As leaders,  
They:
- promote and model active engagement in learning and reflection on complex ideas;
  - promote and model respect for the ideas of others;
  - encourage and model the use of personal attributes to achieve individual potential and to serve the human family.

Approved by the Faculty of the School of Education  
April 6, 2011

## **8D.2 Pennsylvania's Code of Professional Practice and Conduct for Educators**

### ***8D.2.1 Mission***

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

### ***8D.2.2 Introduction***

1. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P. L. 397, No. 141)

(24 P. S. §§ 12- 1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12- 1255(a)(10).

2. This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

### **8D.2.3 Purpose**

1. Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
2. Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

### **8D.2.4 Practices**

1. Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
2. Professional educators are expected to abide by the following:
  - a. Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
  - b. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: A teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in Elementary Education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in Library Science.
  - c. Professional educators shall maintain high levels of competence throughout their careers.
  - d. Professional educators shall exhibit consistent and equitable treatment of students,

fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

- e. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- f. Professional educators shall impart to their students, principles of good citizenship and societal responsibility. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- g. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- h. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- i. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

### **8D.2.5 Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

### **8D.2.6 Legal Obligations**

1. The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.
2. The professional educator may not engage in conduct prohibited by:
  - a. The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children; and/or
  - b. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401—413), known as the Public Official and Employee Ethics Law.
3. Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

### **8D.2.7 Certification**

The professional educator may not:

1. Accept employment, when not properly certificated, in a position for which certification is required;

2. Assist entry into or continuance in the education profession of an unqualified person; or
3. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

### **8D.2.8 Civil Rights**

The professional educator may not:

1. Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline; or
2. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **8D.2.9 Improper Personal or Financial Gain**

The professional educator may not:

1. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment; or
2. Exploit a professional relationship for personal gain or advantage.

### **8D.2.10 Relationships with Students**

The professional educator may not:

1. Knowingly and intentionally distort or misrepresent evaluations of students;
2. Knowingly and intentionally misrepresent subject matter or curriculum;
3. Sexually harass or engage in sexual relationships with students; or
4. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

### **8D.2.11 Professional Relationships**

The professional educator may not:

1. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator;
2. Knowingly and intentionally distort evaluations of colleagues;
3. Sexually harass a fellow employee
4. Use coercive means or promise special treatment to influence professional decisions of colleagues; or
5. Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

## **8D.3 Admissions Procedures for the School of Education**

### **Admission Requirements for Undergraduate Students**

Students must be formally admitted to the School of Education to enroll in any Education course required at the Junior or Senior level. Undergraduate students are eligible for formal admission to the School of Education during the semester they have achieved the following:

- Completion of a minimum of 48 semester credit hours of university-level coursework
- A minimum grade of C or better in the following courses:
  - Six semester hours of University-level Mathematic courses
  - Six semester hours of University-level English Composition and approved Literature courses
  - All Education courses completed prior to the semester admission
- Cumulative GPA of at least 3.0
- Fulfillment of the Basic Skills Requirements
- Current clearances uploaded to American DataBank
- Two Faculty evaluations

### **Admission Requirements for Master Level Students**

Students must be formally admitted to the School of Education to enroll in Education courses after their first twelve hours of Master Level coursework. Waived and transferred courses are included in the twelve hours.

Graduate students are eligible for formal admission to the School of Education during the semester they have achieved the following:

- Completion of a minimum of six credit hours of Master-level coursework at Holy Family University with grades of “B” or better
- Cumulative GPA of at least 3.0
- Current clearances uploaded to American DataBank
- Two faculty evaluations

## **8D.4 Teacher Certification**

Upon completion of a School of Education initial certification program, graduates who wish to apply for a Pennsylvania teaching certificate must have a 3.0 GPA and must complete the following:

1. Passage of all certification tests required by the Pennsylvania Department of Education for the desired certification area.
2. Submission of a certification application through the Pennsylvania Department of Education’s Teacher Information Management System (TIMS).

Students should contact the School of Education Certification Officer for more information on requirements for specific certificates.

## **8D.5 Teacher Preparation Programs**

The School of Education currently offers programs of study leading to eligibility for Instructional I Certification in the Commonwealth of Pennsylvania in the following areas of certification.

### **8D.5.1 Early Childhood PK-4**

Early Childhood PK-4 prepares students to teach/work in schools with grades from Pre-kindergarten to fourth grade.

### **8D.5.2 Secondary Education**

Secondary Education Programs prepare students to teach a specific subject to pupils in grades 7 through 12. Secondary Education students complete a major in a content area as well as education courses required for certification. Holy Family offers undergraduate Secondary Education Programs in:

Biology	Social Studies
English	Art (K-12)
Mathematics	

Because Secondary Education students must complete requirements in two departments, they have two advisors, one in education and the other in their content area. Consequently, Secondary Education students have the responsibility of seeing both advisors before registering for courses.

### **8D.5.4 Special Education**

The Special Education programs lead to Pennsylvania Level I certification in Special Education for students who hold an instructional certificate in another area of education. Students may pursue either the PK-8 or 7-12 (Secondary) certification tracks within this program. The Special Education PK-8 certification may be added to an already-existing N-3, K-6, PK-4, Middle Level 4-8, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12 certificate. The Special Education 7-12 certificate may be added to an already-existing secondary content area, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12 certificate. Students may complete the requirements for both PK-4 and special education PK-8 if enrolled in the PK-4/Spec Ed dual program at the undergraduate level.

## **8D.6 Pennsylvania Department of Education Testing Requirements**

In addition to fulfilling the University requirements for graduation, education students must also meet specific requirements for certification in Pennsylvania. The course requirements for certification, field experience, and student teaching requirements are outlined in the Graduate and Undergraduate catalogs. In Pennsylvania all candidates for initial teaching certificates must pass the tests required for each certificate.

Pennsylvania Department of Education testing requirements vary by academic level (undergraduate or graduate), certificate type and content area. Pennsylvania testing requirements, passing scores and links to the websites of specific test vendor sites may be found at the School of Education certification website. Please note that acceptable scores for tests vary based upon a student's FINAL GPA upon completion of his/her program. These GPA qualifying scores are provided at the PDE website.

## **8D.7 Student Advising**

Regulations regarding the preparation and certification of teachers for the Commonwealth of Pennsylvania fall under the purview of the PA Department of Education. Due to changing Program standards, testing requirements, and certification procedures, it is essential that all education students maintain regular contact with an education advisor. Failure to do so can cause serious problems with certification and teacher preparation program completion.

### **8D.7.1 Undergraduate Full-Time Students**

Full-time students who matriculate at Holy Family University are advised by the Academic Advising Center in their freshman year. They are then assigned a faculty Education advisor at the beginning of their sophomore year. They are expected to contact their assigned faculty advisor every semester to review their course assignments, progress toward formal admission to a state certification program, and progress toward graduation.

### **8D.7.2 Undergraduate Part-Time Students**

Part-time students are expected to complete 15 or more semester hours of study at Holy Family University before they matriculate in a program of study. Before matriculation part-time students are advised by the Academic Advising Center. At the time of matriculation, student files are transferred to the School of Education Office. At that time, part-time students are assigned an advisor to review course assignments and progress toward graduation. Part-time students must meet all School of Education requirements for formal admission to the School of Education and continued enrollment in the major. Part-time students must also meet all requirements for admission to student teaching including testing requirements.

### **8D.7.3 Undergraduate Transfer Students**

Transfer students who seek admission to degree or certification programs in the School of Education must submit an official transcript of all university courses completed to the Admissions Office. The appropriate offices, in consultation with the School of Education, will carry out official transcript review. In any case, no more than 75 credit hours earned with a grade of C or higher will be accepted for transfer. Credit hours earned more than ten (10) years before the time of application cannot be considered for transfer. Transfer students must meet all School of Education requirements; students should especially note “requirements for student teaching.”

When students are matriculated into a program of study within the School of Education, their files will be transferred to the Education Office and they should contact their assigned faculty education advisor at that time to map out an appropriate timetable for the completion of their program.

### **8D.7.4 Post Baccalaureate Teacher Certification and Master’s Degree Programs**

Students who already possess a bachelor’s degree and enroll in the University solely for the purpose of obtaining certification may do so provided that:

1. The applicant has met the same requirements for admission to the teacher certification program as all other students. (See *8D.3 Admissions Procedures for the School of Education* and *8D.12 Admission to Student Teaching*);
2. A transcript for all grades from institutions previously attended is submitted for evaluation;
3. The applicant agrees to undertake continuous registration for course work until the requirements for the approved program have been met. (Transfer students must take a minimum of four (4) courses at the University, in addition to student teaching, before the University can recommend a student for certification.)

### **8D.7.5 Appointments with Education Advisors**

Faculty advisor office hours are available in the School of Education Office. Students may make appointments directly with their advisors by telephone or email.

## **8D.8 Compliance with State and Federal Background Clearances, Regulations, and TB PPD Test**

Commonwealth of Pennsylvania's School Code requires that students in teacher preparation programs have current background checks. Candidates for field placement must have current clearances on file with American DataBank before entering a school building. Visit *Clearance Requirements* on the School of Education's webpage on the University website for information on required clearances and the registration process.

## **8D.9 Field Experience Requirements**

All students in the PK-4, Secondary Education and PK-4/Special Education PK-8 education programs are required to participate in sequenced field experiences in the schools. Students should be prepared to travel to schools during the freshman, sophomore, junior, senior years and every term during graduate course work. In addition to assuring one's career choice, experience in the schools is critical for developing the skills of the pre-service teacher. Observing classes, as well as working with teachers and children, are activities that permit the student in education to tie together the theory and practices of the university classroom with the everyday work of the professional teacher. The University course work and the graduated levels of field experience are designed to prepare the student for taking full responsibility for the classroom. Frequent and realistic experiences in the school help the student confront the issues involved in teaching so that a university student can know long before graduation whether teaching is the appropriate personal career choice. When the pre-service teacher candidate is a student teacher and takes full responsibility for the entire classroom, the student has been assured a certain level of success due to the previous field experiences and course work in education.

Experience in the schools is a necessary part of the education of a future teacher. At Holy Family University these experiences begin in the first year and continue through the final term and during the first term of graduate studies.

During the practicum terms, the field experience process becomes more formal. Students are placed in urban/suburban public and/or private schools. Each week students will spend one full day a week in the schools. Secondary students will be assigned an appropriate grade/subject area each semester. Each student will also be assigned a University Supervisor who will provide performance feedback and follow the student's progress.

## **8D.10 Student Organizations/ Honor Societies**

Student organizations represent an important part of the student experience at Holy Family University. All students are encouraged to join and participate in different campus and community activities, where you'll meet new friends, get to know faculty and staff, and enjoy some fun outside the classroom. In addition to joining the many campus-wide student organizations, education majors may be eligible for membership or participation in the following student groups:

### ***8D.10.1 Alpha Upsilon Alpha- Beta Epsilon Chapter***

Graduate students seeking a master's degree with certification as a reading specialist or reading supervisor are invited to join the Alpha Upsilon Alpha Honor Society of the International Reading Association. Membership in Alpha Upsilon Alpha enables students to grow professionally as they meet with area reading professionals to discuss reading research and effective strategies. Members provide service to area schools and literacy organizations. Alpha Upsilon Alpha members must have completed a minimum of nine semester hours in reading at the graduate level and have a grade point average of 3.5 or higher in all graduate work. For more information, contact the faculty moderator to

Alpha Upsilon Alpha.

### ***8D.10.2 Education Connections Society***

The Education Connections Society focuses on service and support within the University community, to the larger society, and to each other. Typical activities of the club include: community service projects, University-based services with other clubs, fundraising, and more. The club especially seeks participation from education majors who want to make a difference in the University and local communities while attending Holy Family.

Please check the Holy Family calendar for meeting dates. This is a great experience and "treasured" opportunity to offer time to do something for others affiliated with the education realm. Membership also adds a "personal touch" to one's professional development.

Access to the Pennsylvania State Education Association (PSEA) is also available through Education Connections. Students can join the PSEA, a recognized state professional education organization, which is a branch of the National Education Association (NEA). Yearly dues are required for membership in this organization (begins in September and expires in August). Benefits include subscription to professional, liability insurance and special discounts.

For further information, contact the Associate Dean of the School of Education.

### ***8D.10.3 Kappa Delta Pi International Honor Society, Upsilon Omicron Chapter***

Kappa Delta Pi is an international honor society that promotes excellence in education and recognizes outstanding contributions to the field. Kappa Delta Pi endeavors to maintain a high degree of professional fellowship among its members, to quicken professional growth, and to honor achievement in educational work. To these ends, it invites to membership persons who exhibit commendable professional qualities, worthy educational ideals, distinctive achievement, and sound scholarship.

### ***8D.10.4 School of Education Honors and Graduation Honors***

All senior undergraduate students from the School of Education who meet the criteria below are eligible to graduate with School Honors:

- GPA of 3.5 in all Education courses.
- Completion of more than 60 credits at Holy Family University.
- Demonstrated outstanding performance in field experiences and student teaching.

Students who qualify for School Honors are notified by the School of Education during the spring semester at the time their names are forwarded to the Office of Academic Affairs. Students who achieve School of Education Honors are recognized at an annual pinning ceremony held immediately before the Graduation Mass.

Students must complete at least 60 credits at Holy Family University to be eligible for graduation honors (cum laude, magna cum laude & summa cum laude)

### ***8D.11 Professional Semester/Student Teaching***

Upon satisfactory completion of all education courses and related field experiences, students are expected to apply for placement as student teachers and enter the professional semester. During the

student teaching semester, students register for student teaching.

Satisfactory completion of student teaching is a requirement for teacher certification by the Commonwealth of Pennsylvania Department of Education.

### **8D.12 Admission to Student Teaching**

Applications for student teaching should be submitted in the Spring semester prior to the year of student teaching. The deadline is February 1 for fall student teaching placement or May 1 for spring student teaching placement. Clearances must be attached to the application and must be current as of the first day that the student reports to a school site for student teaching.

Admission to student teaching requires that the student meet these requirements:

1. Be formally admitted into the School of Education
2. Obtain grades of B or better for practicum classes and satisfactory reports from both field placement supervisors
3. Demonstrate a disposition that is conducive to effective teaching (participation in support services provided by the Counseling Center or through the psychology staff may be required)
4. Obtain a minimum grade of C in all Education course requirements and have an overall GPA of 3.0
5. Undergraduate must obtain a minimum grade of C in the required University writing courses, Public Speaking course, American History course, core mathematics courses, and the approved literature courses.
6. Undergraduate and Secondary Education students only: Obtain a minimum grade of C for all courses in the area of concentration and submit satisfactory recommendations by the school that represents the applicant's field of concentration. The Director of Field Placements reviews applications for student teaching based on the above factors. Students are accepted and placed if they have met the above criteria. If students do not meet the above criteria, remedial activities may be required or the student may be excluded from completing the required student teaching course in their field. The Director of Field Placements reviews applications for student teaching based on the above factors. Students are accepted and placed if they have met the above criteria. If students do not meet the above criteria, remedial activities may be required or the student may be excluded from completing the required student teaching course in their field.

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The Field Placement Office is required to share clearances with the school district to which a student is assigned. A school district has the right to deny access to school property based on a review of the clearances.

A child abuse or criminal record may prevent a student from being placed in a school or from being certified to teach. Failure to disclose any prior arrests or convictions may lead to dismissal from the School of Education. Questions regarding a criminal or child abuse record should be addressed to the Director of Field Placement.

### **8D.13 Intern Student Teaching**

For teachers currently employed in schools, the requirement for student teaching is arranged for by the School of Education in the teacher's own classroom as long as the teacher's present assignment is appropriate for the certificate that is being sought. For example, a teacher must be employed in a PK-4 classroom in order to be supervised for PK-4 certification. Intern teachers must be screened and present evidence of readiness for intern student teaching in the same manner as described above for all student teachers.

### **8D.14 Comprehensive Examinations**

Successful completion of the comprehensive examination is a University requirement for graduation that must be met by each undergraduate student. Details regarding the examination will be provided to seniors early in the semester. For students seeking state certification, a passing score is required on the PDE 430 Assessment during the student teaching semester.

### **8D.15 Teacher Certification and Program Approval**

All teacher certification programs offered at Holy Family University have been approved by the Pennsylvania Department of Education. Upon completion of one of the University's state-approved teacher education programs and passing the state certification tests, a student is eligible to receive an Instructional I Certificate to teach at a designated level in public schools in the Commonwealth of Pennsylvania. The PK-4 certificate permits the holder to teach in grades from pre-kindergarten to fourth. The certificate in Secondary Education is available only at the undergraduate level and is issued for the teaching of academic subjects in grades 7 through 12, except for foreign languages and Art which are PK-12. The Special Education PK-8 certification may be added to an already-existing N-3, K-6, PK-4, Middle Level 4-8, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12 certificate. The Special Education 7-12 certificate may be added to an already-existing secondary content area, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12 certificate.

Since certification requirements vary from state to state, it is the responsibility of the students to ascertain the requirements of the state in which they plan to teach and to consult with their faculty advisor early in their university career. Students who plan to begin their teaching careers in states other than Pennsylvania are strongly advised to apply for the Pennsylvania certificate for which they are eligible at the time they complete their programs at Holy Family University. Obtaining the Pennsylvania certificate first has two significant advantages to students: (a) it enables them to obtain the comparable certificates of other states more easily, and (b) it ensures that they will hold an appropriate certificate should they ever decide to return to Pennsylvania to teach in the future. Students who do not obtain the Pennsylvania certificate upon graduation and then attempt to apply for it several years later when they return to Pennsylvania often find that they no longer are eligible for the certificate because state teacher certification requirements have changed during the intervening years.

Holders of a Pennsylvania teaching certificate may also qualify for certification in other states which are party to the NASDTEC Interstate Agreement. Further information on the agreement can be found on the NASDTEC website.

Holders of a Pennsylvania teaching certificate may also qualify for certification in other states which are party to the Interstate Certification Compact.

Pennsylvania certification information can be found on the PDE web site, [www.education.pa.gov](http://www.education.pa.gov), and information concerning New Jersey certification can be found at the New Jersey State Department of

Education website.

### **8D.16 Applying for State Certification**

Only candidates who have completed all of the required course work, passed all required certification tests, and received their official grades should apply for certification. New certification applications must be submitted electronically to the online system operated by the Pennsylvania Department of Education called the Teacher Information Management System or TIMS. To access TIMS go to [www.education.pa.gov](http://www.education.pa.gov) and click on PDE Online Services.

The School of Education will verify completion of certification requirements to PDE through TIMS once the electronic application has been officially submitted by the candidate.

The University can only recommend for certification those candidates who have completed all state and degree requirements and required course work, achieved passing scores on all required tests, and submitted state and federal criminal checks. It normally takes six (6) to eight (8) weeks for the Pennsylvania Department of Education certificate approval process. Once approved, certificates are available for printing from the educator's TIMS account.

### **8D.17 Grade Appeals**

Please refer to the appropriate [University Catalogs](#).

### **8D.18 General Standards and Specific Program Guidelines**

For General Standards and Specific Program Guidelines please refer to the School of Education website.